

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD	School: Bloomfield Middle School
Chief School Administrator: SALVATORE GONCALVES	Address: 60 Huck Rd. Bloomfield, NJ 07003
Chief School Administrator's E-mail: sgoncalves@bloomfield.k12.nj.us	Grade Levels: 7-8
Title I Contact: Joanne Decker	Principal: Alla Vayda-Manzo
Title I Contact E-mail: jdecker@bloomfield.k12.nj.us	Principal's E-mail: avayda@bloomfield.k12.nj.us
Title I Contact Phone Number: 973-680-8500	Principal's Phone Number: 973-680-8620

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ _____, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ _____, which will comprise _____% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

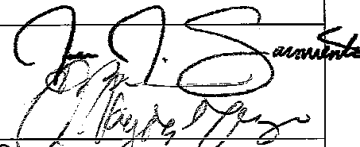
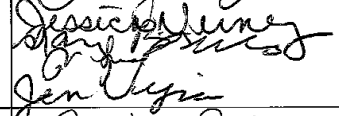
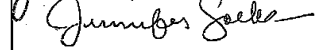
****Add lines as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. **Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Jaynellen Behre-Jenkins Alla Vayda-Manzo Annette Baker Jose Sarmiento	Administrators	√	√	√	
Nancy Bsales Jessica Nunez Monica Lutz Jen Vigna	Community at Large Members	√		√	
Dr. Jennifer Goeke	Community-Based Organizations		√		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

Diane Doman					
SRO Gerald Trapp	State or Local Government Representatives	√			Gerald Trapp
Various during Student of the Month meetings	Students	√	√		
Karen Montefusco Kathy Scehovic Pam Falco	Student Support Services Staff	√		√ KS ff	K. Montefusco K. Scehovic Pam Falco
Suzanne Johnson Roger Marchegiano Keri Regina	Supervisors	√	√		
Jessica Herrera* Judith Quarto* John Shanagher* Toni Setteducato Chrissy Teaster Lauren Barton* Wendy Cerniglia* David Trez AnnMarie Slocum Aprel King Jody Sutula Jenny Lucas Diane Doman	Teachers	√*	√	√	Jessica Herrera Judith Quarto John Shanagher Toni Setteducato Chrissy Teaster Lauren Barton Wendy Cerniglia David Trez AnnMarie Slocum Aprel King Jody Sutula Jenny Lucas Diane Doman
Toni Setteducato	Technology Representatives	√			Toni Setteducato

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT ESEA §1114(b)(2)(B)(ii)

SRO Gerald Trapp	Experts in violence	✓				Gerald Trapp
Dr. Jennifer Goeke	Institutions of Higher Education		✓			Jennifer Goeke
Gerald Trapp	Law Enforcement	✓				Gerald Trapp
Deborah Zucker, RN	Medical Community Staff			✓		Deborah Zucker, RN
Elizabeth Dunlea, LCSW	Mental Health Providers	✓	✓	✓		Elizabeth Dunlea, LCSW
SRO Gerald Trapp	Municipal Alliance Staff	✓				Gerald Trapp
Elizabeth Dunlea, LCSW	Neglected Facility Director or Social Workers	✓	✓	✓		Elizabeth Dunlea, LCSW
Lauren Winters	Paraprofessionals	✓		✓		Lauren Winters
Nancy Bsales Jessica Nunez Monica Lutz Jen Vigna	Parents	✓		✓		Nancy Bsales Jessica Nunez Monica Lutz Jen Vigna
Alla Vayda-Manzo	Principals	✓	✓	✓		Alla Vayda-Manzo
Dr. Jennifer Goeke	Researchers		✓			Jennifer Goeke
Alla Vayda-Manzo* Annette Baker * Jose Sarmiento* Lauren Barton* Wendy Cerniglia* David Trez AnnMarie Slocum Aprel King Jody Sutula Jenny Lucas	School Leadership Council	✓*	✓	✓		Alla Vayda-Manzo* Annette Baker * Jose Sarmiento* Lauren Barton* Wendy Cerniglia* David Trez AnnMarie Slocum Aprel King Jody Sutula Jenny Lucas

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

**Add rows as necessary.*

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/27/14: Stakeholders Meeting	Bloomfield Middle School	Comprehensive Needs Assessment	✓		✓	
09/2014-06/2015 Leadership Team: Bi-monthly Supervisor Committee: bi-monthly Parent/Community: monthly	BMS	Schoolwide Plan Development	✓		✓	
4/22/2015: Stakeholders	BMS	Program Evaluation	✓		✓	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>Bloomfield Middle School is committed to preparing students for a successful future by providing a safe learning environment that fosters academic success, civic responsibility, individual self-worth, and mutual respect within a diverse community.</p> <p>Vision:</p> <p>Bloomfield Middle School seeks to be an inviting, supportive and safe learning environment where teachers value working with the middle school student and are prepared to do so; the leadership is courageous and collaborative; the expectations are high and students and teachers engage in active learning; family and community input is valued; the curriculum is relevant and challenging and supported by multiple learning and teaching approaches; assessment and evaluation practices promote quality learning; the organizational structures support meaningful relationships and learning; multi-faceted guidance and support services along side of school-wide efforts and policies foster a culture of wellness and safety. (Inspired by <i>This We Believe</i>, National Middle School Association)</p>
--	---

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

All components of the programs were implemented successfully. Area of focus included remediation in Language Arts and Mathematics with extended day/year programs.

Assessment results allowed evaluation of the effectiveness of each program. Student attendance data was also used to reflect on each initiative's success.

2. What were the strengths of the implementation process?

Input from the stakeholder's meetings allowed for programs to target specific areas of need in the building. Using data driven selection process provided opportunity to assist students in need. Continued input and evaluation provides opportunity to restructure and strengthen programs to foster success.

3. What implementation challenges and barriers did the school encounter?

Despite data available to select students and drive instruction, this data alone is not reliable to make steadfast decisions. Creating a system with more fidelity and data points to identify students as well as drive specific RtI strategy is needed to strengthen remediation and target each student's needs.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

Step 1: Identify Needs

A. *Strength:*

Input from all stakeholders as well as data available allowed for this part of the process to accurately reflect areas of need.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

B Weakness: More data points especially from the new teacher evaluation system would allow for specific areas of professional development to be identified. More accurate data from classroom assessment strategies and benchmarks should also be considered.

Step 2: Planning

A. Strength:

All stakeholders provide valuable input from each area of expertise. Parents/staff were vocal about concerns and provided valuable feedback to prioritize areas of need. Available data does assist in supporting the identification of each area.

B. Weakness

More data must be analyzed to ensure the decision-making process maintains precision and delivers services to the highest areas of need. More opportunities to share data with the community are necessary to remove subjective and anecdotal support for implementation.

Step 3: Implementation Process

A. Strength:

Students' attendance data shows steady involvement in the programs. The literacy course during the day allowed control over student participation.

B. Weakness:

More consistency in instruction during the RtI periods is necessary to close gaps in skill deficiency. Training staff in RtI methods will provide more effective instructional time during each program. Programs must begin at the earliest possible time after start of year. Having programs begin in November is too late in the year for effective implementation. Period 10 was the program that saw the weakest attendance numbers. Restructuring this element to increase attendance will be necessary.

Step 4 Evaluate

A. Strength

Staff is eager to provide a more targeted intervention system as voiced in feedback sessions.

B. Weakness:

Evaluation must happen more frequently throughout the year in order to make adjustments prior to the end of the year to maximize the efficacy of each program.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

Utilizing team leaders and supervisors as part of the SciP committee allowed for staff buy in while stakeholder meeting presented perspectives from community members, families, and non-instructional staff.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Staff accepted the programs as evidenced by participation and input regarding evaluation. A staff survey was utilized to measure staff perceptions regarding assessment, a key tool in implementing remediation programs through Title.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Community involvement and attendance at school events suggests support for the programs. Using attendance numbers and level of funding, we determine the community's perceptions to be supportive and positive.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Most extended day programs took place using small group structure. One on one tutoring was also offered to eligible students. Saturday Academy used small group instruction. Literacy Remedial course had small size classes of 12-15 students.

9. How did the school structure the interventions?

Interventions took place during a student's daily schedule, after school, on Saturdays as well as during the summer months.

10. How frequently did students receive instructional interventions?

One on one tutoring was available to eligible students three days a week. Monday through Thursday, eligible students attended remediation sessions after school through Period 10 or Soaring to Success. The Saturday Academy ran for six weeks at four hours each.

11. What technologies did the school use to support the program?

Software included: STAR assessment in ELA and MA, Accelerated Reader, teacher driven technology infused lessons. Hardware includes: laptops, Smartboards, iPads

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how?

Technology allowed analysis of data, opportunity for enrichment, analysis of skills for remediation, opportunity for differentiation in presentation of content, process, and product.

****Provide a separate response for each question.***

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 7	40.9%	n/a	<ul style="list-style-type: none"> Remedial Literacy Class during the instructional day Period 10 remediation Saturday Academy Tutoring Program Soaring to Success SMART 	Although we do not have results from 14-15 school year to draw conclusions, having a remediation course during the course of the day as well as using more accurate data to deliver remediation to students, we believe, will reduce the number of partially proficient students. Moving forward, we will continue to focus on the instructional strategies used to deliver Rtl to assure fidelity and data-driven decisions to individualize programs. Continuing dialogue with the 8 elementary schools which confer in the 7 th grade at the middle school is also a challenging element which is partially responsible for the gaps in skills as students enter middle school.
Grade 8	21.9%	n/a	<ul style="list-style-type: none"> Remedial Literacy Class during the instructional day Period 10 remediation Saturday Academy Tutoring Program 	Although we do not have results from 14-15 school year to draw conclusions, having a remediation course during the course of the day as well as using more accurate data to deliver remediation to students, we believe, will reduce the number of partially proficient students. Moving forward, we will continue to focus on the

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

			<ul style="list-style-type: none"> • Soaring to Success • SMART 	instructional strategies used to deliver RtI to assure fidelity and data-driven decisions to individualize programs. Not having a consistent approach to remediation strategies could be a reason for decreased efficacy of the programs.
--	--	--	---	---

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 7	34.4%		<ul style="list-style-type: none"> • Period 10 remediation • Saturday Academy • Tutoring Program • Soaring to Success 	Although we do not have results from 14-15 school year to draw conclusions, using more accurate data to deliver remediation to students, we believe, will reduce the number of partially proficient students. Moving forward, we will continue to focus on the instructional strategies used to deliver RtI to assure fidelity and data-driven decisions to individualize programs. Continuing dialogue with the 8 elementary schools which confer in the 7 th grade at the middle school is also a challenging element which is partially responsible to the gaps in skills as students enter middle school.
Grade 8	30.5%		<ul style="list-style-type: none"> • Period 10 remediation • Saturday Academy • Tutoring Program • Soaring to Success 	Although we do not have results from 14-15 school year to draw conclusions, using more accurate data to deliver remediation to students, we believe, will reduce the number of partially proficient students. Moving forward, we will continue to focus on the instructional strategies used to deliver RtI to assure fidelity and data-driven decisions to individualize programs.

Evaluation of 2014-2015 Student Performance

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A		-	-
Kindergarten	-			
Grade 1	-			
Grade 2	-			
Grade 9	-			
Grade 10	-			

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	-			
Kindergarten	-			
Grade 1	-			
Grade 2	-			
Grade 9	-			
Grade 10	-			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Small group instruction • Remediation course (Passport to Power) • Period 10 • Saturday Academy • Tutoring • Soaring to Success • SMART • Inclusion model • Integrated Tech 	YES	PARCC data Benchmarks RtI data STAR SGO data SGP data Attendance	ELA department SGO average=3.65 ELA Spec. Ed average= 3.84 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 75% decrease in summer school attendance 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	Students with Disabilities	<ul style="list-style-type: none"> • Small group instruction • iSTeM partnership with MSU • Inclusion model • Integrated Tech • Period 10 • Saturday Academy • Tutoring • Soaring to Success • SMART 	YES	PARCC Data Benchmarks RtI data STAR SGO data SGP data Attendance	Math Department SGO average=3.89 Special education SGO average= 3.88 Building SGP average =3 100% of students who participated in iSTeM RtI groups showed growth with 60% of the group demonstrating 75% proficiency. 85% attendance and above in all extended day/year programs besides period 10 Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • Small group instruction • ELL Cafe • Remediation course (Passport to Power) • Period 10 • Saturday Academy • Tutoring • Soaring to Success • Inclusion model • Integrated Tech • SMART 	YES	PARCC Data Benchmarks Rtl data STAR SGO data SGP data Attendance WIDA ACCESS Test	ELA department SGO average=3.65 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 100% growth on the ACCESS measurement tool 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	ELLs	<ul style="list-style-type: none"> • Small group instruction • ELL Cafe • iSTeM partnership with MSU • Inclusion model • Integrated Tech • Period 10 • Saturday Academy 	YES	PARCC Data Benchmarks Rtl data STAR SGO data SGP data Attendance	Math Department SGO average=3.89 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 100% growth on the ACCESS measurement tool Students identified as having low growth in NJASK increased grade equivalent by .5

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Tutoring Soaring to Success SMART 			during a six month window.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Small group instruction Remediation course (Passport to Power) Period 10 Saturday Academy Tutoring Soaring to Success Inclusion model Integrated Tech SMART 	YES	PARCC Data Benchmarks Rtl data STAR SGO data SGP data Attendance	ELA department SGO average=3.65 ELA Spec. Ed average= 3.84 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> Small group instruction iSTeM partnership with MSU Inclusion model Integrated Tech Period 10 Saturday Academy Tutoring Soaring to Success SMART 	YES	PARCC Data Benchmarks Rtl data STAR SGO data SGP data Attendance	Math Department SGO average=3.89 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window. 100% of students who participated in iSTeM Rtl groups showed growth with 60% of the group demonstrating 75% proficiency.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Period 10 • Saturday Academy • Tutoring • Soaring to Success • SMART Academy • iSTeM Summer Camp 	YES	NJASK data Benchmarks Rtl data STAR SGO data SGP data Attendance	ELA department SGO average=3.65 ELA Spec. Ed average= 3.84 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	Students with Disabilities	<ul style="list-style-type: none"> • Period 10 • Saturday Academy • Tutoring • Soaring to Success • SMART Academy • iSTeM Summer Camp 	YES	NJASK Data Benchmarks Rtl data STAR SGO data Attendance	Math Department SGO average=3.89 Special education SGO average= 3.88 Building SGP average =3 100% of students who participated in iSTeM Rtl groups showed growth with 60% of the group demonstrating 75% proficiency. 85% attendance and above in all extended

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

					<p>day/year programs besides period 10</p> <p>Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window.</p>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • Period 10 • ELL Cafe • Saturday Academy • Tutoring • Soaring to Success • SMART Academy • iSTeM Summer Camp 	YES		<p>ELA department SGO average=3.65</p> <p>ELA Spec. Ed average= 3.84</p> <p>Building SGP average =3</p> <p>85% attendance and above in all extended day/year programs besides period 10</p> <p>80% of 7th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.</p>
Math	ELLs	<ul style="list-style-type: none"> • Period 10 • ELL Cafe • Saturday Academy • Tutoring • Soaring to Success • SMART Academy • iSTeM Summer Camp 	YES	<p>NJASK Data</p> <p>Benchmarks</p> <p>Rtl data</p> <p>STAR</p> <p>SGO data</p> <p>Attendance</p>	<p>Math Department SGO average=3.89</p> <p>Building SGP average =3</p> <p>100% of students who participated in iSTeM Rtl groups showed growth with 60% of the group demonstrating 75% proficiency.</p> <p>Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window.</p>
ELA	Economically	<ul style="list-style-type: none"> • Period 10 	YES	NJASK Data	ELA department SGO average=3.65

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

	Disadvantaged	<ul style="list-style-type: none"> • Saturday Academy • Tutoring • Soaring to Success • SMART Academy • iSTeM Summer Camp 		Benchmarks Rtl data STAR SGO data Attendance	ELA Spec. Ed average= 3.84 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Period 10 • Saturday Academy • Tutoring • Soaring to Success • SMART Academy • iSTeM Summer Camp 	YES	NJASK Data Benchmarks Rtl data STAR SGO data Attendance	Math Department SGO average=3.89 Building SGP average =3 85% attendance and above in all extended day/year programs besides period 10 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth. 100% of students who participated in iSTeM Rtl groups showed growth with 60% of the group demonstrating 75% proficiency.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> Balanced Literacy LLI reading Kits Department Benchmarks SGO's focused on Writing units Wilson Reading Program 	Yes	Attendance Teacher Evaluation data SGO SGP	ELA department SGO average=3.65 ELA Spec. Ed average= 3.84 Building SGP average =3 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	Students with Disabilities	<ul style="list-style-type: none"> Connected Math 2 Department Benchmarks Inclusive STeM instructional strategies SGO developed to align with Common Core 	Yes	Attendance Teacher Evaluation data SGO SGP	Math Department SGO average=3.89 Special Education SGO average= 3.88 Building SGP average =3 100% of students who participated in iSTeM RtI groups showed growth with 60% of the group demonstrating 75% proficiency. Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs	<ul style="list-style-type: none"> Balanced Literacy LLI reading Kits Department Benchmarks SGO's focused on Writing units Wilson Reading Program 	Yes	Attendance Teacher Evaluation data SGO SGP	ELA department SGO average=3.65 ELA Spec. Ed average= 3.84 Building SGP average =3 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.
Math	ELLs	<ul style="list-style-type: none"> Connected Math 2 Department Benchmarks Inclusive STeM instructional strategies SGO developed to align with Common Core/Student need 	YES	Attendance Teacher Evaluation data SGO SGP	Math Department SGO average=3.89 Special education SGO average= 3.88 Building SGP average =3 100% of students who participated in iSTeM RtI groups showed growth with 60% of the group demonstrating 75% proficiency. Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Balanced Literacy LLI reading Kits Department Benchmarks SGO's focused on Writing units Wilson Reading Program 	Yes	Attendance Teacher Evaluation data SGO SGP	ELA department SGO average=3.65 ELA Spec. Ed average= 3.84 Building SGP average =3 80% of 7 th grade students who exhibited low growth in previous year, achieved 50% or higher SGP growth.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Connected Math 2 • Department Benchmarks • Inclusive STeM instructional strategies • SGO developed to align with Common Core/Student need 	YES	Attendance Teacher Evaluation data SGO SGP	Math Department SGO average=3.89 Special education SGO average= 3.88 Building SGP average =3 100% of students who participated in iSTeM RtI groups showed growth with 60% of the group demonstrating 75% proficiency. Students identified as having low growth in NJASK increased grade equivalent by .5 during a six month window.
ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	<ul style="list-style-type: none"> • Parent Conferences • SEPAC Meetings • SciP Committee • Stakeholder meetings • 6th grade orientations • Open-house • Hispanic Heritage Night • Cookie Smackdown • MLK Day of Service 	YES	Attendance Grant budget Grant application	<ul style="list-style-type: none"> • High and consistent attendance at school events • Community support through funding of various activities • Consistent grant awards from Home and School and Bloomfield Educational Association.

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> • BEF Grants • Home and School Grants 			
Math	Students with Disabilities	<ul style="list-style-type: none"> • Parent Conferences • SEPAC Meetings • SciP Committee • Stakeholder meetings • 6th grade orientations • Open-house • Hispanic Heritage Night • Cookie Smackdown • MLK Day of Service • BEF Grants • Home and School Grants 	YES	Attendance Grant applications Grant budget	<ul style="list-style-type: none"> • High and consistent attendance at school events • Community support through funding of various activities • Consistent grant awards from Home and School and Bloomfield Educational Association.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	<ul style="list-style-type: none"> • Parent Conferences • SciP Committee • Stakeholder meetings • 6th grade orientations • Open-house 	YES	Attendance Grant Applications Grant budget	<ul style="list-style-type: none"> • High and consistent attendance at school events • Community support through funding of various activities • Consistent grant awards from Home

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		<ul style="list-style-type: none"> Hispanic Heritage Night Cookie Smackdown MLK Day of Service BEF Grants Home and School Grants 			and School and Bloomfield Educational Association.
Math	ELLs	<ul style="list-style-type: none"> Parent Conferences ScIP Committee Stakeholder meetings 6th grade orientations Open-house Hispanic Heritage Night Cookie Smackdown MLK Day of Service BEF Grants Home and School Grants 	YES	Attendance Grant Applications Grant budget	<ul style="list-style-type: none"> High and consistent attendance at school events Community support through funding of various activities Consistent grant awards from Home and School and Bloomfield Educational Association.
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Parent Conferences ScIP Committee Stakeholder meetings 6th grade orientations Open-house Hispanic Heritage Night Cookie Smackdown MLK Day of Service 	YES	Attendance Grant Applications Grant budget	<ul style="list-style-type: none"> High and consistent attendance at school events Community support through funding of various activities Consistent grant awards from Home and School and Bloomfield Educational Association.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Economically Disadvantaged	<ul style="list-style-type: none"> • Parent Conferences • SciP Committee • Stakeholder meetings • 6th grade orientations • Open-house • Hispanic Heritage Night • Cookie Smackdown • MLK Day of Service • BEF Grants • Home and School Grants 	YES	Attendance Grant Applications Grant budget	<ul style="list-style-type: none"> • High and consistent attendance at school events • Community support through funding of various activities • Consistent grant awards from Home and School and Bloomfield Educational Association.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs • Department Meeting Attendance • Reading class assessments • Passports to Power assessments • Extended day program data • NJ ASK 6 and 7 • Grades • SGO data • SGP data 	<ul style="list-style-type: none"> • SGO data (average of 3.62) proved mostly full and exceptional attainment in common core aligned benchmarks. • Based on proficiency levels and performance within each cluster, we are able to identify students in need of additional support/intervention, and using this as a baseline, we can monitor progress students make throughout the year. We can identify students who need supplemental classes (Passports to Power/Reading), extended day services, and/or placement in a co-teaching class. We also are able to compare student achievement relative to previous cohorts/other districts in same DFG, and state. • We are able to identify which students master the common core grade level standards, which students need additional support, and which areas to focus instruction on. Teachers are able to use this data to target instruction. • Grades/SGO data/STAR results provide intermittent student progress which allows us to make adjustments to our tutoring program. A decrease in summer school attendance was noted. • Grades for students taking Passports to Power and Reading

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		Classes.
Academic Achievement - Writing	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs • Department Meeting Attendance • Reading class assessments • Passports to Power assessments • Extended day program data • NJ ASK 6 and 7 • Grades • SGO data • SGP data 	<ul style="list-style-type: none"> • SGO data (average of 3.62) proved mostly full and exceptional attainment in common core aligned benchmarks. • Based on proficiency levels and performance within each cluster, we are able to identify students in need of additional support/intervention, and using this as a baseline, we can monitor progress students make throughout the year. We can identify students who need supplemental classes (Passports to Power/Reading), extended day services, and/or placement in a co-teaching class. We also are able to compare student achievement relative to previous cohorts/other districts in same DFG, and state. • We are able to identify which students master the common core grade level standards, which students need additional support, and which areas to focus instruction on. Teachers are able to use this data to target instruction. ELA SGOs are rooted in the Balanced Literacy initiative and focus on units of writing. • Grades/SGO data/STAR results provide intermittent student progress which allows us to make adjustments to our tutoring program. A decrease in summer school attendance was noted. • Grades for students taking Passports to Power
Academic Achievement - Mathematics	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs • Department Meeting Attendance • Extended day program data • NJ ASK 6 and 7 	<ul style="list-style-type: none"> • SGO data (average of 3.62) proved mostly full and exceptional attainment in common core aligned benchmarks. • Through partnership with an institute of higher learning, an RtI pilot program identifies significant gains in closing gaps in skills and content. • Based on proficiency levels and performance within each cluster we are able to identify students in need of additional support/intervention, and using this as a baseline we can monitor progress students make throughout the year. We can identify

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> • Grades • RtI data • SGO data • SGP data 	<p>students who need extended day services, and/or placement in a co-teaching class. We also are able to compare student achievement relative to previous cohorts/other districts in same DFG, and state.</p> <ul style="list-style-type: none"> • We are able to identify which students master the common core grade level standards, which students need additional support, and which areas to focus instruction on. Teachers are able to use this data to target instruction. • Grades provided intermittent student progress within grade level, which allowed us to make adjustments to our tutoring program. A decrease in remedial summer school students was encouraging as far as the effectiveness of the restructuring plan aspects implemented.
Family and Community Engagement	<ul style="list-style-type: none"> • Attendance at community/family events • Staff Surveys • Event Participation Data • Financial data from Home and School reports • EdLine webpages 	<ul style="list-style-type: none"> • Attendance at Back to School Night was at its highest in 3 years (570 adults) • Community business owners/local politicians/Home and School/YMCA participated in and donated to the following yearly events: Monthly Superintendent's luncheon, Annual Cookie Smackdown, Athlete of the Month Award, MLK Day of Service, Leukemia fundraiser, Spirit Week, PARCC incentive program, all school production, the music program events. • Through Stakeholder and Home and School meetings, we explored parental interest on available opportunities to ensure that our initiatives match their needs. Based on this, we plan to eliminate or modify any opportunities that are not well received or well attended to make them more effective. • As a result of Home and School meetings, we have utilized a redesigned website, Remind texting service, and Twitter to enhance communication with families and the community. • EdLine is being utilized so parents can receive emails anytime a

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		teacher updates their site and have instant access to student progress. Parent meetings regarding student progress are framed through data from this web based software.
Professional Development	<ul style="list-style-type: none"> Attendance at district/building PD PD request forms Needs Assessment P.D. Surveys Montclair State University iSTeM assessment/evaluation data. Team Leader Meeting agenda Teacher evaluation data 	<ul style="list-style-type: none"> As evidenced by evaluations, SGO's and lesson plans, staff has been utilizing the following district initiatives: Balanced Literacy, Connected Math, Pilot Unit in Next. Gen. Standards, Differentiated instruction, inclusion models, Universal Design, Data-drive instruction. Intensive mentor training/evaluation to receive field work candidates in the inclusive STEM program through partnership with an institute of higher learning. PLC agendas/logs reflect relevant building professional development needs and initiatives. Areas of focus for teacher evaluation and pre/post conferences: <ol style="list-style-type: none"> Utilizing assessment to drive instruction Differentiation Rigor through implementation of common core co-teaching techniques Innovative use of tech Interdisciplinary approaches
Leadership	<ul style="list-style-type: none"> Schools to Watch Team Leader Meetings ScIP meetings Staff Survey Academic Achievement Data Retention rate 	<ul style="list-style-type: none"> 2014-2017 Spotlight School Award through NJAMLE Leadership team drives PLC content maintaining connection to building and district goals/initiatives ScIP Committee contributes input for programming decisions: Honors program, Media Center, Parent Communication, school fundraisers, events. Presentations at building and district as well as Regional NJAMLE conference.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	<ul style="list-style-type: none"> • Discipline Data • Security/safety Meetings • HIB reports/data • Parent and Student Surveys • Activities and Events participation Data • Disciplinary Data • Student Attendance • Demographic Data • Advisory Program Schedule • West Wing data/meeting agenda • Schools to Watch Action Plan • I&RS 	<ul style="list-style-type: none"> • Discipline data shows declines in all areas of behavior and consequences. • In the alternative program setting, Personal Pupil Plans demonstrating growth in behavior and academic. • Transitions out of the alternative program into mainstream classrooms. • Analysis of family attendance rates determined more successful events. • Advisory topics have been based on specific discipline issues/student needs. • Recurring student absenteeism and tardiness data is examined to provide interventions to decrease behavior. Attendance procedures and interventions have been revamped to address this area. • Decisions based on anecdotal evidence, data, and expertise of security committee drive changes to evacuation plans, emergency protocol. • Provides us with data that illustrates the diversity of our population
School-Based Youth Services	<ul style="list-style-type: none"> • School Resource Officer Log • Crisis Counselor meeting logs • Student Athlete Program 	<ul style="list-style-type: none"> • School Resource officer is a member of various committees, conflict resolution sessions, parent meetings, and advisory initiatives. • Crisis Counselor designs parent and student workshops to address population needs. Provides referrals and communicates with mental health organizations to support students and families.
Students with Disabilities	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks 	<ul style="list-style-type: none"> • iSTeM program focuses on specific observable instructional strategies to increase success for special education students.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> • PLC logs/attendance • Department Meeting Attendance • Extended day program data • IEP program goals • CST meetings • Student and Staff Surveys • NJ ASK 6 and 7 • Benchmark Assessments • Grades • Crisis Counselor reports • I&RS Reports • Guidance Reports • After School Support Programs (attendance, test results) • CST Feedback (and weekly meetings) • I&RS data 	<ul style="list-style-type: none"> • CST meetings result in concrete action plans to further address needs. • Staff meet regularly with CST to review IEP goals and objectives. • Special Education teacher are members of interdisciplinary teams and meet daily to co-plan. • Spectrum of programs include: ABA, MD, LD, BD, West Wing alternative placement, resource class, and inclusion. • Students embraced the extended day activities as evidenced by attendance. • I&RS process provides insight as to the needs of students. Through a tiered intervention model, we were able to identify programs that could best address students' needs, such as co-teaching setting, supplemental classes, replacement classes, and/or after school tutoring.
Homeless Students	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs/attendance • Extended day program data • IEP program goals • CST meetings • NJ ASK 6 and 7 	<ul style="list-style-type: none"> • Guidance and Crisis Counselor work with community agencies to provide resources. • Services provided from Bloomfield Department of Health and Human Services • Students embraced the extended day activities as evidenced by attendance. • I&RS process provides insight as to the needs of students. Through a tiered intervention model, we were able to identify programs

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> • Benchmark Assessments • Grades • Crisis Counselor reports • I&RS Reports • Guidance Reports • After School Support Programs (attendance, test results) • CST Feedback (and weekly meetings) • I&RS data 	<p>that could best address students' needs, such as co-teaching setting, supplemental classes, replacement classes, and/or after school tutoring.</p> <ul style="list-style-type: none"> • CST meetings result in concrete action plans to further address needs.
Migrant Students	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs/attendance • Extended day program data • IEP program goals • CST meetings • NJ ASK 6 and 7 • Benchmark Assessments • Grades • Crisis Counselor reports • I&RS Reports • Guidance Reports • CST Feedback (and weekly meetings) • I&RS data 	<ul style="list-style-type: none"> • Guidance and Crisis Counselor work with community agencies to provide resources. • Services provided from Bloomfield Department of Health and Human Services • Students embraced the extended day activities as evidenced by attendance. • I&RS process provides insight as to the needs of students. Through a tiered intervention model, we were able to identify programs that could best address students' needs, such as co-teaching setting, supplemental classes, replacement classes, and/or after school tutoring. • CST meetings result in specific action plans to further address needs.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
English Language Learners	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs/attendance • Extended day program data • IEP program goals • CST meetings • NJ ASK 6 and 7 • Benchmark Assessments • Grades • I&RS Reports • Guidance Reports • CST Feedback (and weekly meetings) • I&RS data 	<ul style="list-style-type: none"> • Guidance and Crisis Counselor work with community agencies to provide resources. • ELL Café attendance is satisfactory • Hiring bilingual staff including an administrator. • Students embraced the extended day activities as evidenced by attendance. • I&RS process provides insight as to the needs of students. Through a tiered intervention model, we were able to identify programs that could best address students' needs, such as co-teaching setting, supplemental classes, replacement classes, and/or after school tutoring. • CST meetings result in concrete action plans to further address needs. • Opportunity for interdisciplinary dialogue between the ELL teacher and staff.
Economically Disadvantaged	<ul style="list-style-type: none"> • Ren Learn (STAR) • Department Benchmarks • PLC logs/attendance • Extended day program data • IEP program goals • CST meetings • NJ ASK 6 and 7 • Benchmark Assessments • Grades • Crisis Counselor reports • I&RS Reports 	<ul style="list-style-type: none"> • Guidance and Crisis Counselor work with community agencies to provide resources. • Services provided from Bloomfield Department of Health and Human Services • Students embraced the extended day activities as evidenced by attendance. • I&RS process provides insight as to the needs of students. Through a tiered intervention model, we were able to identify programs that could best address students' needs, such as co-teaching setting, supplemental classes, replacement classes, and/or after school tutoring. • CST meetings result in specific action plans to further address needs.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	<ul style="list-style-type: none"> Guidance Reports CST Feedback (and weekly meetings) I&RS data 	

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

SciP committee members with the addition of the Leadership Team maintained involvement for the 2014-2015 year. An initial meeting was held and representatives from all stakeholder groups (teachers, parents, counselors, administration, media specialist, community members, etc.) broke into the following sub-committees: parental involvement, professional development, vision/mission statements, community relations, and communication. Some members remained on the same committee as last year, others changed committees. These sub-committees worked throughout the year to build upon past successes in each area. Collection and analysis of data (NJ ASK results, parental involvement attendance and opportunity numbers, evaluation of home-school communications surveys, discipline records, etc.) were also primary focuses of the sub-committees' agendas. The committees continually reviewed relevant data which directly led to the completion of the needs assessment.

2. What process did the school use to collect and compile data for student subgroups?

In addition to benchmark tests in both language arts and mathematics, Renaissance Learning and NJASK was utilized to collect data. As well, student discipline records were gathered through our current school based collection processes. The discipline office keeps on-going records of attendance, incident reports and suspension rates. By making this the focus of SGO's, teachers record and track the results of the quarterly formative benchmark assessments. These results are utilized to drive individual student and whole-classroom instruction. The state provides the district with extensive data regarding students test results. All results were shared with the leadership committee and were referenced throughout the needs assessment process.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Much of the data is compiled from direct reporting of test scores, grades, and discipline reports. Meeting agendas, sign-in sheets, attendance reports are utilized to accurately assess all activities and events. Through the SGO process, data is monitored to ensure students growth.

4. What did the data analysis reveal regarding classroom instruction?

The data reveals that although teachers are utilizing Common Core standards, more work needs to be done to raise the rigor as well as methods of differentiation in instruction across all content areas. Evaluations and summatives reveal a need to continue to explore methodologies to address a diverse population of students. Co-teaching techniques remain a priority along with data-driven instruction which continues to be encouraged. Over a third of the student population has exhibited “low growth” according to the new measurement system developed by the state. Continuing to monitor student growth through use of SGP/SGO data will remain a priority.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Based on evaluations, the district initiative in Connected Math has been fully implemented. Balanced literacy in its first year will continue to be implanted on the district level. District has completed survey regarding feedback on PD.

6. How does the school identify educationally at-risk students in a timely manner?

Bloomfield Middle School has a well-established Intervention and Referral Services committee that meets weekly to address at-risk students. Additionally, there are regular articulation meetings between the middle school's I&RS committee and similar committees from the elementary and high school to facilitate the transition of at-risk students from one school to the other. All members of the committee, which is made up of teachers, counselors, child study team members and administrators, are required to adhere to confidentiality agreements. The I&RS committee coordinator sets the agenda for each meeting according to referrals and the case manager does follow-up timelines and intervention results. Students are also identified for supplemental instruction at the start of the school year based on academic need and teacher's recommendations. BMS team structure and daily PLC meetings allow for teachers to thoroughly examine student progress and behavior in order to make appropriate recommendations.

7. How does the school provide effective interventions to educationally at-risk students?

At the end of each school year, counselors and child study team members of transitioning students meet with the incoming school's support staff to communicate needs of specific designated at-risk students. Individualized schedules and support systems are put in place for those students to have access to at the start of the school year. Throughout the year, utilizing counselor, teacher, parent, and student input with student data such

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

as state test results, grades, benchmark assessments, and students' attendance and discipline records, the student's schedules remain flexible to best meet the student's on-going needs. There are many support options built into the middle school's scheduling framework. Students struggling to meet proficiency have a variety of offerings for remedial support. For example, there are multiple co-taught classes where students have the benefit of two instructors. Additionally, our extended day program provides a myriad of opportunities to individually address student needs. Our alternative West Wing program tailors instruction and scheduling to the student.

8. How does the school address the needs of migrant students?

Our school programs, activities, and academic services are available to all students. Transportation is also available to students who qualify. Our counseling department and administrators maintain communication with the parents/guardians to make sure all needs are being met. We also offer a free/reduced breakfast and lunch program to those who qualify.

9. How does the school address the needs of homeless students?

Our school programs, activities, and academic services are available to all students. Transportation is also available to students who qualify. Our counseling department and administrators maintain communication with the parents/guardians to make sure all needs are being met. We also offer a free/reduced breakfast and lunch program to those who qualify.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Through SciP/Leadership team, data is made available for analysis. Teachers are provided with professional development training on how to utilize data analysis to lead instruction decisions. The staff is now working to utilize assessments such as SGO results, STAR data, NJASK data. This year, we are also utilizing teacher PLC time, built into their schedule, as a method of communicating and achieving building goals.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

As a two year school, our focus is on easing the transition from 8 elementary schools into the middle school as well as to freshman year at the high school. Events such as open houses, summer programs, trips to elementary schools by students, staff, and administration, and community events

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

provide an opportunity to engage with future BMS students. On the other hand, working with the high school, students attend orientation and summer programs to transition up. Counselors, teachers, and administrators meet extensively to discuss individual students when making scheduling and placement decisions.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Through the data and collaboration of all stakeholders, priority problems were identified and root causes assessed.

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing Achievement Gap	Mathematics
Describe the priority problem using at least two data sources	State assessment results and STAR indicate a persistent achievement gap between General Education students and the following disaggregated groups: Students with Disabilities; Economically Disadvantaged, African-American and Hispanic.	State assessment indicate 198 7 th graders and 202 8 th grades exhibited low growth on MA results. STAR results support this trend.
Describe the root causes of the problem	Shift to common core and new state assessments requires more extensive professional development to be fully implemented with fidelity. Lack of instructional rigor and appropriate differentiation across content areas and a need for increased data-driven instruction contribute to problem.	Shift to common core and new state assessments requires more extensive professional development to be fully implemented with fidelity. Lack of instructional rigor and appropriate differentiation across content areas and a need for increased data-driven instruction contribute to problem.
Subgroups or populations addressed	Students with Disabilities, Hispanics, African American, Economically Disadvantaged	Low growth exhibited across all subgroups
Related content area missed (i.e., ELA, Mathematics)	ELA/MA	MA
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> • This We Believe: Keys to Educating Young Adolescence, AMLE • Grant Wiggins and Jay McTighe framework for backwards design as explained in <u>Understanding by Design</u> • Bloom's Taxonomy • Marzano's strategies(such as cooperative learning) as explained in <u>Classroom Instruction</u> 	<ul style="list-style-type: none"> • Connected Math 3 (CMP3), a standards based math program based on inquiry methods • Curriculum revisions/alignment with standards for all math courses • Co-teaching & Inclusion classes and training for teachers • Differentiated Instruction Training • iSTeM concepts

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

	<u><i>That Works</i></u> <ul style="list-style-type: none"> Gardner's Multiple Intelligences (Visual-Spatial, Kinesthetic, Interpersonal, etc) 	<ul style="list-style-type: none"> Grant Wiggins and Jay McTighe framework for backwards design as explained in <u><i>Understanding by Design</i></u>
How does the intervention align with the Common Core State Standards?	All students will have access to the same standards based curriculum and materials.	CMP3 is a program aligned to Common Core Inclusion strategies allow access to content for all students.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Language Arts Literacy and Reading	Technology Literacy
Describe the priority problem using at least two data sources	State assessment indicate 198 7 th graders and 202 8 th grades exhibited low growth on ELA results. STAR results support this trend.	With assessments transitioning to computer-based models, students' skills in utilizing technology, from simple tasks, to those which will allow effective research, self-monitoring academic progress, and delivering content is vital to ensuring academic success.
Describe the root causes of the problem	Shift to common core and new state assessments requires more extensive professional development to be fully implemented with fidelity. Lack of instructional rigor and appropriate differentiation across content areas and a need for increased data-driven instruction contribute to problem.	Diverse socioeconomic backgrounds limit student access to technology. Lack of interdisciplinary learning which includes technology in all content areas.
Subgroups or populations addressed	Low growth exhibited across all subgroups	ALL
Related content area missed (i.e., ELA, Mathematics)	ELA	ALL
Name of scientifically research based intervention to address priority problems	<ul style="list-style-type: none"> Curriculum revisions/alignment with standards Balanced Literacy initiative through Teacher's College Co-teaching strategies Differentiated Instruction Training Grant Wiggins and Jay McTighe framework for backwards design as explained in <u>Understanding by Design</u> 	<ul style="list-style-type: none"> Marzano's strategies (such as cooperative learning) as explained in <u>Classroom Instruction That Works</u> Gardner's Multiple Intelligences (Visual-Spatial, Kinesthetic, Interpersonal, etc) Differentiation in the Classroom
How does the intervention align with the Common Core State Standards?	Balanced Literacy program is aligned to Common Core.	Technology skills are included in Common Core

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

	#5
Name of priority problem	Lack of extensive and targeted differentiation, co-teaching strategies, and modification techniques.
Describe the priority problem using at least two data sources	As evidenced by evaluation data, and student performance through NJASK and STAR, staff can benefit from expanding their repertoire in differentiation, modification/accommodation, and co-teaching strategies. Student assessment data demonstrates low growth for 44.5% of students and wide gaps between the special education and economically disadvantaged sub groups as compared to the total student population.
Describe the root causes of the problem	Insufficient training/programs in transitioning to the inclusion model. Lack of programs for new staff in district adopted models.
Subgroups or populations addressed	Special Education, African American, Hispanic, economically disadvantaged.
Related content area missed (i.e., ELA, Mathematics)	ALL
Name of scientifically research based intervention to address priority problems	<p>CAST (2011) Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.</p> <p>Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD</p> <p>Tomlinson C., 1999 <i>The differentiated classroom: responding to the needs of all learners</i>. Alexandria VA ASCD</p>
How does the intervention align with the Common Core State Standards?	Differentiation and modification allows access to the grade level standards for all students

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Balanced Literacy RtI strategies Leveled Literacy Intervention PD: differentiation/inclusion strategies/data driven instruction	Director Principal Supervisor Inclusion Teachers CST	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> Fountas and Pinnell Balanced Literacy Initiative <i>This We Believe</i> NJAMLE Wiggins and McTighe <i>UbD</i> <i>Wong and Wong The First Days of School</i> Earl M. Lorna <i>Assessment as Learning</i>
Math	Students with Disabilities	iSTeM initiative Connected Math RtI strategies PD: differentiation/inclusion strategies/data driven instruction	Director Principal Supervisor Inclusion Teachers CST	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> <i>This We Believe</i> NJAMLE Wiggins and McTighe <i>UbD</i> <i>Wong and Wong The First Days of School</i> CAST (2011) Universal Design for Learning Guidelines version 2.0. Earl M. Lorna <i>Assessment as Learning</i> Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<ul style="list-style-type: none"> Tomlinson C., 1999 <i>The differentiated classroom: responding to the needs of all learners</i>. Alexandria VA ASCD
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> ELL/ Bi-Lingual Program RtI strategies PD in data-driven instruction, assessment 	ELL District Coordinator ELL Teacher Principal	STAR Testing ACCESS data Attendance RtI Data	<ul style="list-style-type: none"> <i>This We Believe</i> NJAMLE Wiggins and McTighe <i>UbD</i> <i>Wong and Wong The First Days of School</i> Earl M. Lorna <i>Assessment as Learning</i> Fountas and Pinnell Balanced Literacy Initiative
Math	ELLs	ELL/ Bi-Lingual Program PD in data-driven instruction, assessment	ELL Districts Coordinator ELL Teacher Principal	STAR Testing ACCESS Reports RtI data Attendance	<ul style="list-style-type: none"> <i>This We Believe</i> NJAMLE Wiggins and McTighe <i>UbD</i> <i>Wong and Wong The First Days of School</i> Earl M. Lorna <i>Assessment as</i>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<i>Learning</i> <ul style="list-style-type: none"> ▪
ELA	Economically Disadvantaged	Balanced Literacy RtI strategies Leveled Literacy Intervention PD: differentiation/inclusion strategies/data driven instruction	Director Principal Supervisor Inclusion Teachers	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> ▪ Fountas and Pinnell Balanced Literacy Initiative ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ Earl M. Lorna <i>Assessment as Learning</i>
Math	Economically Disadvantaged	iSTeM initiative Connected Math RtI strategies PD: differentiation/inclusion strategies/data driven instruction	Director Principal Supervisor Inclusion Teachers	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement.</i> Alexandria VA ASCD ▪

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

**Use an asterisk to denote new programs.*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Afterschool Tutoring Saturday Academy Period 10 Soaring to Success SMART Academy *Robotics Club Bengal Buddies *Makerspaces	Building Administration Staff	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> ▪ Fountas and Pinnell Balanced Literacy Initiative ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ Earl M. Lorna <i>Assessment as Learning</i>
Math	Students with Disabilities	Afterschool Tutoring Saturday Academy Period 10 Soaring to Success SMART Academy *Robotics Club Bengal Buddies *Makerspaces	Building Administration Staff	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					▪
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	ELL Café Afterschool Tutoring Saturday Academy Period 10 Soaring to Success SMART Academy Robotics Club Bengal Buddies *Makerspaces	ESL District Coordinator ESL Teacher BMS administration Staff	ACCESS Test STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD ▪
Math	ELLs	ELL Café Afterschool Tutoring	ESL District Coordinator	ACCESS Test STAR testing	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Saturday Academy Period 10 Soaring to Success SMART Academy Robotics Club Bengal Buddies	Teacher	SGO data SGP data PARCC Department Benchmarks	<ul style="list-style-type: none"> ▪ Wiggins and McTighe <i>UbD</i> ▪ Wong and Wong <i>The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD ▪
ELA	Economically Disadvantaged	Afterschool Tutoring Saturday Academy Period 10 Soaring to Success SMART Academy *Robotics Club Bengal Buddies *Makerspaces	Building Administration Supervisor Staff	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ Wong and Wong <i>The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D.,

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					<ul style="list-style-type: none"> Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD
Math	Economically Disadvantaged	Afterschool Tutoring Saturday Academy Period 10 Soaring to Success SMART Academy Robotics Club Bengal Buddies *Makerspaces	Building Administration Supervisor Staff	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance	<ul style="list-style-type: none"> <i>This We Believe</i> NJAMLE Wiggins and McTighe <i>UbD</i> Wong and Wong <i>The First Days of School</i> CAST (2011) Universal Design for Learning Guidelines version 2.0. Earl M. Lorna <i>Assessment as Learning</i> Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Balanced Literacy initiative Fountas and Pinnell LLI Intervention Kits Data-driven instruction Parent Workshops	Supervisor BMS Administration	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance Teacher Evaluation	<ul style="list-style-type: none"> ▪ Fountas and Pinnell Balanced Literacy Initiative ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD
Math	Students with Disabilities	iSTeM RtI Differentiation Connected Math 2 Data-driven instruction	Supervisor BMS Administration MSU Staff	STAR testing SGO data SGP data PARCC Department Benchmarks	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Parent Workshops		IEP Goals Attendance Teacher Evaluation	Guidelines version 2.0. <ul style="list-style-type: none"> ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Balanced Literacy, Fountas and Pinnell LLI Intervention Kits Data-driven instruction ELL Parent Workshops	District Coordinator BMS Administration ELL Staff	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance Teacher Evaluation	<ul style="list-style-type: none"> ▪ Fountas and Pinnell Balanced Literacy Initiative ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					<p>Guidelines version 2.0.</p> <ul style="list-style-type: none"> ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD
Math	ELLs	iSTeM RtI Connected Math 2 Data-driven instruction Differentiation Parent Workshops	Supervisor BMS Administration MSU Staff	STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance Teacher Evaluation	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ Wong and Wong <i>The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					VA ASCD
ELA	Economically Disadvantaged	Balanced Literacy, Fountas and Pinnell LLI Intervention Kits Data-driven instruction Parent Workshops		STAR testing SGO data SGP data PARCC Department Benchmarks IEP Goals Attendance Teacher Evaluation	<ul style="list-style-type: none"> ▪ Fountas and Pinnell Balanced Literacy Initiative ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD
Math	Economically Disadvantaged	iSTeM RtI Connected Math 2 Differentiation	Supervisor BMS Administration MSU Staff	STAR testing SGO data SGP data	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Wiggins and McTighe <i>UbD</i> ▪ <i>Wong and Wong The First Days of School</i>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Data-driven instruction Parent Workshops		PARCC Department Benchmarks IEP Goals Attendance Teacher Evaluation	<ul style="list-style-type: none"> ▪ CAST (2011) Universal Design for Learning Guidelines version 2.0. ▪ Earl M. Lorna <i>Assessment as Learning</i> ▪ Marzano R.J., Pickering D., Pollock J., 2001 <i>Classroom instruction that works: research based strategies for increasing student achievement</i>. Alexandria VA ASCD
ELA					
Math					

****Use an asterisk to denote new programs.***

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

The schoolwide program will be evaluated by the SciP committee on a bi-monthly basis. Additionally, bi-monthly meetings with supervisors will be utilized to evaluate and monitor the programs. Monthly Home and School meetings will be utilized to share information about the programs and gather feedback from families/community.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2. What barriers or challenges does the school anticipate during the implementation process?

As we work to expand the after school component, the challenge will be getting quality personnel to maintain the concepts of RtI in order to deliver targeted remediation to students who demonstrate gaps. Providing a clear structure to the RtI period will be key to ensuring its success. Incentivizing attendance to all extended day/year programs will also be a challenge that needs to be addressed.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

Having stakeholder engagement to plan and evaluate the programs will provide the buy-in. For staff, seeing specific data showing growth and achievements will allow for the buy-in to ensure continued fidelity for the programs.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Attendance at professional development, staff survey, and feedback of the SCIP committee will all be useful when gaging staff perception. Analysis of teacher evaluation data will also provide insight whether the staff is utilizing techniques offered at professional development sessions.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

Attendance at parent workshops as well as a community survey would be helpful in measuring perceptions of the community.

6. How will the school structure interventions?

Programs that take place after school will mostly focus on individualized instruction and remediation based on assessment results. Extended year programs will utilize small group instruction.

7. How frequently will students receive instructional interventions?

One on one tutoring will be available to eligible students three days a week. Monday through Thursday, eligible students will be able to attend remediation sessions after school through Period 10. The Saturday Academy runs for six weeks at four hours

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

each. SMART academy is a month long program in the summer. Passports to Power is a full year course within a student's schedule.

8. What resources/ technologies will the school use to support the schoolwide program?

BMS will utilize all facilities as well as recruiting methods to staff the programs. Utilizing computer labs, computer carts, iPads, as well as the Media Center as the hub for after school activities will support the school wide program. Additionally, support will be provided from Montclair State University for planning the Rtl programs and strengthening instructional strategies.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

STAR testing, SGO data, SGP data, PARCC, Department Benchmarks, IEP Goals, Attendance, and Teacher Evaluation data will be utilized to evaluate each intervention.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

Quarterly meetings with the stakeholders group as well as monthly meetings with the Home and School will provide an opportunity to share insight with the community and stakeholders. Utilizing the website as well as mass emails through power school, Twitter and Remind services will all be considered when sharing information.

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	<ul style="list-style-type: none"> Parent Conferences ScIP Committee Stakeholder meetings 6th grade orientations 	Staff BMS administration Supervisors	Attendance Enrollment Parent Survey	<ul style="list-style-type: none"> <i>This We Believe</i> NJAMLE Henderson, Anne et. Al. <i>Beyond the Bakesale: Essential Guide to School</i>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> • Open-house • Hispanic Heritage Night • Cookie Smackdown • *Family Education Night • *ESL parent workshop 			<i>Partnerships 2007</i>
Math	Students with Disabilities	<ul style="list-style-type: none"> • Parent Conferences • SciP Committee • Stakeholder meetings • 6th grade orientations • Open-house • Hispanic Heritage Night • Cookie Smackdown • *Family Education Night • *ESL parent workshop 	Staff BMS administration Supervisors	Attendance Enrollment Parent Survey	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Henderson, Anne et. al. <i>Beyond the Bakesale: Essential Guide to School Partnerships 2007</i>
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	<ul style="list-style-type: none"> • Parent Conferences • SciP Committee • Stakeholder meetings • 6th grade orientations • Open-house • Hispanic Heritage Night • Cookie Smackdown 	Staff BMS administration Supervisors	Attendance Enrollment Parent Survey	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Henderson, Anne et. al. <i>Beyond the Bakesale: Essential Guide to School Partnerships 2007</i>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> *Family Education Night *ESL parent workshop 			
Math	ELLs	<ul style="list-style-type: none"> Parent Conferences ScIP Committee Stakeholder meetings 6th grade orientations Open-house Hispanic Heritage Night Cookie Smackdown *Family Education Night *ESL parent workshop 	Staff BMS administration Supervisors	Attendance Enrollment Parent Survey	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Henderson, Anne et. al. <i>Beyond the Bakesale: Essential Guide to School Partnerships 2007</i>
ELA	Economically Disadvantaged	<ul style="list-style-type: none"> Parent Conferences ScIP Committee Stakeholder meetings 6th grade orientations Open-house Hispanic Heritage Night Cookie Smackdown *Family Education Night *ESL parent workshop 	Staff BMS administration Supervisors	Attendance Enrollment Parent Survey	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Henderson, Anne et. al. <i>Beyond the Bakesale: Essential Guide to School Partnerships 2007</i>
Math	Economically Disadvantaged	<ul style="list-style-type: none"> Parent Conferences ScIP Committee Stakeholder meetings 6th grade orientations Open-house Hispanic Heritage Night 	Staff BMS administration Supervisors	Attendance Enrollment Parent Survey	<ul style="list-style-type: none"> ▪ <i>This We Believe</i> NJAMLE ▪ Henderson, Anne et. al. <i>Beyond the Bakesale: Essential Guide to School Partnerships 2007</i>

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		<ul style="list-style-type: none"> • Cookie Smackdown • *Family Education Night • *ESL parent workshop 			

**Use an asterisk to denote new programs*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

A direct correlation exists between parent involvement and student achievement. By creating opportunities for families to partner with schools in educating and emotionally and socially supporting students, crucial gaps in learning can be closed. Providing information to parents on how to assist students as well as how to maintain attendance to the respective remedial programs will increase achievement. Providing information to parents on how to be more involved in their child's education will prove greatly beneficial.

2. How will the school engage parents in the development of the written parent involvement policy?

Home and School meetings serve as a means to evaluating and updating the parental involvement policy.

3. How will the school distribute its written parent involvement policy?

Each student receives a packet with information including the Home and School compact to take home. This will also be included on the school website.

4. How will the school engage parents in the development of the school-parent compact?

Home and School meetings serve as a means to evaluating and updating the parental involvement policy.

5. How will the school ensure that parents receive and review the school-parent compact?

A record of signed and returned forms is kept by each homeroom teacher.

6. How will the school report its student achievement data to families and the community?

Parent Conferences, NJ School Report Card, Home and School Meetings, and the school website will be utilized to share achievement information.

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III?

Home and School Meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

- 8.** How will the school inform families and the community of the school's disaggregated assessment results?

Parent Conferences, NJ School Report Card, Home and School Meetings

- 9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Through Home and School as well as the stakeholder meetings during the year.

- 10.** How will the school inform families about the academic achievement of their child/children?

Progress Reports, Report Cards, Parent Teacher Conferences, phone calls, PowerSchool parent portal, state assessment information, RenLearn STAR data.

- 11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

Hispanic Heritage Night, Cookie Smackdown, Family Education Workshops, ESL parent workshops

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	81	Staff will continued to be trained through professional development at the building and district level. Continuing initiatives to improve staff morale and provide support will be a focus.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	18	
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Professional development community involvement Support with new state and federal initiatives Local grant opportunities Supportive climate Recognition/Incentive awards	Human Resources Administration